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TOWARD A DISCIPLINE OF CURRICULUM THEORY.

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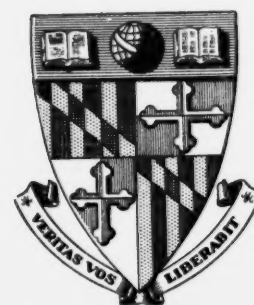
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THIS PAPER SUGGESTS A FORM WHICH A CURRICULUM THEORY MIGHT TAKE. SCHWAB'S ANALYSIS OF THE STRUCTURES CHARACTERISTIC OF DISCIPLINES IS USED TO CLASSIFY AND REVEAL RELATIONS AMONG VARIOUS EFFORTS. SCHWAB CONTENDS THAT ALL DISCIPLINES MANIFEST THREE KINDS OF STRUCTURE--ORGANIZATIONAL, SUBSTANTIVE, AND SYNTACTICAL. THESE THREE STRUCTURES AND THEIR INTERRELATIONSHIPS ARE DISCUSSED AND USED AS REFERENCE POINTS FOR A SUGGESTED CURRICULUM THEORY APPROACH. IT IS CONCLUDED THAT A CURRICULUM THEORY IS RELATIVELY UNDEVELOPED AND THAT, IN THE INTEREST OF ACQUIRING KNOWLEDGE OF CERTAIN PHENOMENA WITHIN THE FIELD OF EDUCATION, SUCH A THEORY IS NEEDED. SOME OF THE RELEVANT LITERATURE ON CURRICULUM THEORY IS DISCUSSED. (HW)

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THE JOHNS HOPKINS UNIVERSITY

THE CENTER FOR THE STUDY OF SOCIAL ORGANIZATION OF SCHOOLS

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value system is a relevant force in defining his concept of the school and his relationship to the organization.

However, little is yet known about this question in the educational organization setting. Commenting in 1963 on this matter Willower⁵ distinguished between "is" and "ought" concepts of values, calling one the "descriptive" approach and the other "normative". His point, like Thompson's earlier, was that values can be described and treated as variables in research, and he proposed a list of questions worthy of study. He asked, for example, "How does the degree of congruence of values held by the various members of an organization affect factors such as morale, productivity, cohesion, and so on? For example, is teacher morale higher when teachers and their administrators hold similar values?"

But the catalogue of research dealing with this sort of question is sparse. There were discussions of the is-ought issue in school administration in the first major theory-research oriented book in this field, Administrative Behavior in Education, but no research was reported on a question like that posed above. A chapter was devoted to "Developing a Value Framework for Educational Administration" but reference to explicit research on values in administration is not found there. The same may be said of the chapter on "The Individual and Administrative Behavior." There is little doubt that various authors of this book found the value question of interest but it is equally clear that they could find few, if any, studies to discuss.

The second major theory-research oriented book in our field, Behavioral Science and Educational Administration,⁷ is almost equally bare of research on values in administration. The term values does not appear in the index, although

some authors, notably Campbell⁸ and Culbertson⁹, discuss its relevance to the study and practice of educational administration. The chapter by Hemphill¹⁰ on "Personal Variables and Administrative Styles", which summarizes the massive "in-basket" study of elementary school principals' behavior, makes only one minor reference to a finding on the values of these administrators.

The periodic issues of the Review of Educational Research devoted to educational organization and administration have also had little to report on values studies. In the three issues covering the years from 1958 through 1966 only one issue, October 1964,¹¹ explicitly included a section on school administrators' values and only three of the five studies cited there reported research on educational administrators. The October 1961 issue¹² refers to three relevant studies, and the October 1967 issue¹³ cites one.

It does appear, then, that this area of research has been barely touched, which seems odd if we agree that a school administrator's values may constitute primary predictors of his organizational behavior. However, individual values may be construed in various ways, depending on one's conceptual orientation, and a problem for the student of values is that of selecting and defining the specific context he will investigate.

There appears to be no one conception of values yet explicated that encompasses total human behavior. Rather, we have a number of different constructs dealing with different focal areas. One may consider religious, esthetic, and economic values, for example, and their relative primacy in influencing behavior. The well-known Allport-Vernon-Lindzey Scale of Values follows this approach. Or one may conceive of a values construct expressing general lifestyles which may characterize a whole culture or sub-culture. This view is seen in the Traditional-Emergent continuum proposed by Spindler¹⁴, the sacred-secular

distinction discussed by Getzels¹⁵, the Hebraic-Christian and Romantic-Hellenic classification discussed by Borrowman¹⁶. The cultural approach is so large and encompassing that each different construct provides added perspective on the whole reality being considered. Or one may take a narrower view and select a more specific referent of values for study, for example, the traditional-modern concept of educational values investigated by Emans.¹⁷ The study reported below followed the culture-oriented approach and employed Spindler's conceptualization. This construct defines an orientation to individualism, hard work, future rewards, and Puritan morality as Traditional. Emergent values include group conformity and sociability, immediate gratification, and relativistic morality.

Source of data

The data to be presented here were developed in the course of a previously reported study¹⁸ in which certain hypotheses on relationships among school staff values, organizational behavior, and pupil response were tested. Data were obtained from principals and teachers (n = 407) in 31 elementary schools distributed over urban, suburban, and rural areas of a midwest state. Values measures were secured by means of Prince's Differential Values Inventory¹⁹, organizational behavior was measured on the School Characteristics Inventory²⁰, a newly developed instrument, and some additional personal data were obtained from the principals. The questions of interest for the paper have to do with the nature of the principals' values, their congruence with teachers values, and their relationship to certain demographic facts and organizational characteristics. The distributions on major variables were found to conform well to the normal curve.

The Findings

Table 1. indicates that these principals as a group were slightly more Emergent than the teacher groups, but not so much that they should be considered as a different population in this regard. It is difficult to compare these results with previous research for two reasons: there has been no research using the DVI on large enough populations to establish norms, and the scoring used here was different in that weighting was given to the respondents' indication that each item was difficult or easy to answer. So far as is known, this weighting was not included in Prince's scoring or in that of the other investigators.

However, Prince had stated that a score above a mid-point on his scale was to be interpreted as an expression of predominantly Traditional values and one below it as Emergent. This interpretation may be questioned since the DVI is not an absolute scale, but in these terms it would appear that the population studied here was somewhat more Emergent than Prince's, although not more so than his sub-group of private school teachers.

The question of the principal's values was then examined in relation to his early environment. It was expected that principals who spent their childhood in small town or rural areas would express more Traditional values than their counterparts who had lived in urban or suburban places. The notion conforms to the commonly expressed belief that the rural-small town areas of the United States have been the cultural bastions of individualism, hard work, thrift, and Puritan morality, the chief components of Spindler's Traditional construct. The overall correlation between the values and early environment variables was found to be $r = .448$, $p < .01$, thus giving support to the proposition. This relationship

was then segregated into the four environmental classes, as shown in Table 2. This table also provides the distribution of principals in the sample, the type school in which they were now located, and the mean values of the teachers in these school groups.

First, it should be noted that most of the principals in the sample, 71 percent, came from small town-rural environments. There is no basis for generalizing this fact to the whole population of elementary principals, but it is interesting to contrast this with their present location. All of the principals from urban environments were now in urban area schools; and all but one of those from rural environments were now in rural or small town schools. The largest group, those who grew up in small towns, were nearly evenly divided between present urban and small town or rural areas. These findings may indicate something of the migration patterns of school principals. It would appear that those of urban origin tend to stay in urban areas, those of rural origin tend to locate in rural settings, but that many from small towns move toward the big city. When this point is put together with their values, it could be suggested that there is a continual infusion of Traditional values administrators into urban systems but that there is not a reverse flow of Emergent values principals into the country areas. These notions are certainly consistent with the generally observed movement of all kinds of persons toward urban centers where there are greater job opportunities.

A further refinement in the school data classifications had been made on the basis of multiple criteria. Using a combination of the factors of school location, size, pupil types, (on aspiration, achievement, and ability levels) and organizational behavior and orientation, it was possible to segregate the general class of urban schools into three types: the urban-worker, or lower middle

to lower class school, the urban-common, or general middle-class school, and the suburban elite, or upper-middle and upper-class school. The rural-common school remained as a distinct type.

Based on this classification it was found that for both principals and teachers those who expressed more Traditional values tended to locate in medium to small schools in rural areas or in lower class urban areas. Those with more Emergent values were more frequently found in the large, middle-class urban schools and the suburban elite schools. Table 3. reveals these patterns and also shows that the greatest value differences were between the rural common and the urban common types of schools.

With the availability of values measures on both the principals and their teachers, it became possible to consider levels of congruence between them and possible relations of values and values congruence to organizational variables. The School Characteristics Inventory provides measures on five relevant characteristics of organizational life. These were identified as Status Egalitarianism, Flexibility, Barrier Penetration, Identification, and Cohesiveness. Status Egalitarianism is defined as the degree to which teachers and principals ignore or deemphasize formal status and authority lines in their daily interactions. Flexibility is seen as openness to change, and the extent of staff interest in and involvement with new ideas and innovations in education. Barrier Penetration refers to the scope and frequency of interaction within the school. Identification is the degree of members' personal orientation to the school as an object of attachment and satisfaction. And Cohesiveness reflects the intensity of group-oriented feelings of members of the school organization to stay together and work together.

Table 4. indicates that the values of principals and teachers may be differentially related to such aspects of organizational behavior, for in this sample correlations for principals were low and non-significant while those for teachers were more substantial. The major finding here is that it is primarily in the schools where teachers are more Traditional in values orientation that the organizational behavior is less formal and less status conscious, and where teachers show higher cohesiveness and identification with the school. This finding may be in contradiction to one reported by Lupini²¹, who found Emergent values to be associated with "open" climate on the Halpin-Croft OCDQ. The SCI and the OCDQ are not equivalent instruments, as has been pointed out²², however the notions of "openness" and "informalness" in climate may have something in common. A further bit of data reported by Price²³ is relevant to a discussion on relations between school staff values and organizational variables. In a small group of elementary schools he could find no relationship between values (DVI) and either morale or attitudes. It must be noted, however, that in the present study school size was also found to be related to the formality characteristic in these schools ($r = .302$, $p < .05$); the small schools tended to operate less formally than the larger ones. Thus, the possible impact of values on organizational behavior should not be interpreted without also taking into account such facts as group size which may affect these interaction patterns.

The question of values congruence between principals and teachers and the relationship of this to organizational behavior was examined in two ways, in terms of incongruence in either direction and of incongruence in each direction separately. The question was, is incongruence per se of significance, or is it important to know whether the principal is more Traditional or Emergent than the teachers. Based on two sets of chi square analyses in which the sample was

divided on these grounds it cannot be claimed that high values congruence between principals and teachers has any bearing on the organizational behavior. In the high-congruent schools the behavior patterns were not significantly different from those in the low-congruent schools. When values incongruence was considered in terms of differential direction, however, the patterns of relation to behavior appeared different for the two groups. When the principal was substantially more Traditional than the teachers there was no relation, but when he was more highly Emergent, the school was less formal and group cohesiveness and identification were higher. However, these partitions of the sample provided small numbers, and other organizational factors may certainly have entered into the apparent finding. Two recent studies have been reported which also dealt with values congruence and school climate factors. Stromberg²⁴ found no relationship between values (DVI) congruence of principals and teachers and the factor called Esprit on the OCDQ. However, it is reported that Lupini²⁵ found high principal-teacher values congruence was related to low aloofness and Production Emphasis on the OCDQ. The complete lack of an approximately equivalent finding in the present study either supports previous discussion of the differences between the two instruments, or, of course, may be a function of population difference. It should also be reported that in addition to the general lack of relationship found in this study between levels of principal and teacher values congruence and the organizational behavior, there was no relationship of such congruence to school size or location, or to principal's age or sex.

Conclusions

The following conclusions seem in accord with the data produced in this study:

1. There are substantial variations on organizational behavior and personal values among schools and school personnel of the same general type (i.e. the elementary school), and these variations occur in some patterns of relationship to past and present environmental conditions.

2. Principals' childhood environment appears related to present adult expressions of values, and both principals and teachers typically appear to locate in school-community settings which relate to these basic value systems.

3. Congruence in values between principals and teachers in the same school was not found to relate to styles of organizational behavior nor to the personal and environmental variables included in this study. However, when lack of congruence is analyzed in terms of its direction, there is some indication that directionality may be of significance for organizational behavior. This problem requires additional research before generalizations should be attempted.

The study reported here was an attempt to penetrate a little further into the largely uninvestigated field of school administrator values, particularly at the school unit level, and to consider both antecedents of and effects of these value orientations. It seems fair to say that the notion of values as important elements in such study has been supported by the results, but that a good deal more research employing a wider range of values constructs is needed before we will begin to understand their full relevance. As Williams²⁶ has said:

The proportion of variations in behavior that can be accounted for by differences in values will vary greatly from situation to situation and from one type of behavior to another, for example, certain generalized values might be highly predictive of political oratory, much less indicative of detailed administrative decisions in technically complex operations.

In educational administration we probably do not yet have a values construct that relates in any highly specific way to the technically complex operation of administering a school or school system.

Table 1. Values of Principals and Teachers
in Elementary Schools (n = 31).

Respondents, by schools	Mean	S.E. Mean	S.D.	S.E. S.D.	Min	Max
Principals	150.94	3.41	18.99	2.16	110.00	183.00
Teachers	155.61	1.53	8.50	1.10	135.38	170.14

Table 2. Principals' and Teachers' Values,
Principals' Early Environment, and Present School Location

Type Early Environment	Principals			Teacher Values	School Location
	n	Percent	Values		
City	4	12.90	130.25	153.29	Urban
Suburb	5	16.13	141.00	156.08	Urban
Small town	16	51.61	158.00	155.32	Urban-9 Rural-7
Rural	6	19.35	154.16	158.93	Rural-5 Urban-1
	31	99.99	150.94	155.61	

Table 3. Principals' and Teachers' Values
and Present School-Community Type

Values	Urban Common	Suburban Elite	Urban Worker	Rural Common
Principals	144.10	147.20	150.40	157.00
Teachers	144.22	152.20	160.49	163.91

Table 4. Relationships of Principals' and Teachers' Values to Organizational Behavior

Traditional Values	Status Egal.	Flex.	Bar. Pen.	Ident.	Coh.
	r=	r=	r=	r=	r=
Principals	-.054	-.125	-.168	-.189	-.168
Teachers	.297*	-.129	.269	.374*	.383*

* $p < .05$

Footnotes

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